



Paul Laurence Dunbar School
Phoenix Elementary District
707 W. Grant Street, Phoenix, AZ 85007-3605

ARIZONA
School Report Card
2001-02

Principal: Mrs. Ronnie Pitre
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: ronnie_pitre@phxelem.k12.az.us

Grades: Pre-K-6
2001 Enrollment: 262
Phone: (602) 257-3844
Fax: (602) 257-3874

▼ School Overview ▼

Mission

Dunbar School recognizes the potential of each individual student. It is our mission to help our students obtain maximum achievement in the areas of reading, language and math. Through strong parent, teacher and community involvement, we believe that our goals will be accomplished.

Organization and Philosophy

- w Self-contained Classrooms
- w Team Teaching
- w Back-to-Basics
- w Looping

Instructional Programs

- w English-only
- w 8-Step Process
- w On-site Special Education
- w Curriculum Mapping
- w Tutorial Program
- w At-risk Preschool
- w PEER
- w Technology Education

School/Academic Goals

- w All students who are a year below grade level will show at least a gain of one-year-five-months growth, students on grade level will maintain and/or show at least a nine-month gain on the Stanford 9/Aprena in reading comprehension.
- w All students who had qualified for the previous program will be mainstreamed into regular classes through one of the following programs: Structured Immersion, Language Support.
- w Increase student achievement through early childhood education by providing a four year-old at-risk preschool at school site.
- w All students who have been at Dunbar School for at least three years will be on grade level in the areas of reading comprehension, math computation and language arts.

Enrollment

October 1, 2000 School Year Student Enrollment:	274
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	22

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 3 Non-certified Employee(s)
 5 Teacher(s)
 6 Parent(s)
 3 Community Member(s)
 2 Student(s)

Council Duties

w Personnel Decisions
 w School Safety Issues
 w Student Discipline
 w Extracurricular Activities
 w Parent/Educator Relations
 w Language Programs

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	2.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	4	3	0	0

▽ Shared Responsibilities ▽

School

We will provide a safe environment; have high expectations for children; treat all children fairly; give one hundred percent to your child.

Parents

Parents are expected to send their children to school every day on time; send their children to school ready to learn; help their children with their homework; and support their children's school.

▽ Transportation Policy ▽

Dunbar School provides bus transportation to and from the school for about 25 children daily. These children live in the Dunbar attendance area, yet too far to walk.

▽ Calendar Information ▽

Number of Instruction Days:	194	First Day of School:	8/13/01
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/18/01	1/17/02	3/21/02	5/23/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Media Center
W Peer Club (Before/After School) Program	W Technology Classes

Extracurricular Activities

W Cheerleaders	W Basketball Team
W Student Council	W Mexican Folklorico Dancers
W Academic Bowl Club	W Reading Club
W Sign Language Club	W Flag Football

School/Community Resources

W Afterschool Program	W Counseling Services
W Health Services	W ESL Adult Classes
W Community Work	W Parenting Classes
W Grandparent's Support	

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <p>w Dunbar School has seven students that qualify for the gifted program.</p> | <p>w Dunbar School received a First place in the District Spelling Bee at the third grade level.</p> |
| <p>w Dunbar School received Second place in the District Speech Contest.</p> | <p>w Dunbar School was ranked among the top 10 schools for beating all odds against low socio-economic schools in academics.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.8 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	25.8 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	1.3 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	10.7 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	96.6 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	3.4 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
District Cheerleading Contest--Third Pl.	1999
District Spelling Bee--First Place	1999
Writing Contest - Second Place	2000
Speech Contest - Second Place	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	18	504	11%	27%	61%	0%
	State	60969	521	11%	18%	44%	27%
Writing	School	18	516	11%	11%	77%	0%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	17	507	5%	29%	64%	0%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	29	500	20%	27%	37%	13%
	State	63518	503	22%	24%	41%	14%
Writing	School	29	516	10%	27%	41%	20%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	29	519	3%	20%	13%	62%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	31	62	60
2	Reading	--	--	--	--	--	--	100	17	50	36	44	52	35	40	53
	Language	--	--	--	--	--	--	100	9	40	36	29	43	33	27	44
	Mathematics	--	--	--	--	--	--	100	23	51	38	45	55	35	43	57
3	Reading	84	36	44	55	33	47	100	53	47	51	51	48	39	67	50
	Language	79	46	45	59	53	49	100	48	51	51	54	54	39	64	56
	Mathematics	84	55	41	58	80	46	100	72	49	51	75	52	42	83	54
4	Reading	100	24	52	81	25	53	100	20	54	62	36	54	76	29	55
	Language	100	31	45	81	26	47	100	30	49	62	41	48	74	34	50
	Mathematics	100	37	48	92	26	51	100	36	54	62	64	55	76	41	57
5	Reading	79	34	50	77	33	51	100	38	51	62	28	51	85	45	51
	Language	79	35	40	86	22	42	100	46	44	65	29	45	85	55	45
	Mathematics	76	47	47	90	45	51	100	67	54	65	38	55	85	71	57
6	Reading	82	22	52	100	40	53	100	41	54	67	35	53	70	23	54
	Language	88	13	40	100	31	41	100	39	44	67	30	44	70	21	45
	Mathematics	80	36	54	100	68	57	100	59	59	67	51	60	70	36	63

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	100	100
Grades 3-4	43	38
Grades 4-5	94	72
Grades 5-6	67	67
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

In order to promote a safe and orderly climate, we lock our two gates that surround the school during school hours. We have an Emergency Plan in place. One evacuation fire drill is conducted each month. Walkie-Talkies were purchased for monitoring and immediate communication. The students are monitored by the staff before school starts, during lunch time recess and after school. Our students and campus are monitored and supervised every school day.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,258	\$619,035
Classroom Supplies	\$37	\$10,152
Administration	\$539	\$147,710
Support Services-Students	\$446	\$122,121
Other Support Services and Operations	\$1,661	\$455,371
Total Expenditures- All Categories 1999-2000	\$4,941	\$1,354,388

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$386,625.47 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Ronnie Pitre	(602) 257-3844	
Transportation Policy	Nick Micnolte	(602) 257-3795	
Community Resources	Irene Cabecera	(602) 257-3844	
School Nutrition Programs	Laura Trujillo	(602) 257-3741	
Parent Organization	Lilliana Varela	(602) 252-2051	
Student Health/Nurse	Mary Jo Simon	(602) 257-3846	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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